

# AMPLIFY ELA COMMON CORE STATE STANDARDS CORRELATIONS GUIDE

## Grade 8

### ALIGNMENT FORM

**Resource Title:** Amplify ELA (2nd Edition)

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**Core Subject Area:** English Language Arts Grade 8

### How to work with the Amplify ELA Correlation to the Common Core State Standards

This correlations guide presents representative examples of how Amplify ELA provides instruction and practice aligned with specific standards. It is not intended as a full alignment, as it does not cite every instance in which a standard is taught or practiced.

#### Key for Amplify ELA 8th Grade Digital Curriculum:

Note that each Amplify digital lesson is divided into a sequence of Learning Objects/Activities, and each Learning Object/Activity is composed of a sequence of cards.

**Example Citation:** 8C: Science & Science Fiction, SU3 L1, LO5, All Cards (Especially 3)

**Unit 8C:** Grade 8, Unit C

**SU:** Sub-unit

**L:** Lesson

**LO:** Learning Object (Activity)

**TOLO:** Teacher Only Learning Object (Activity)

**All Cards:** View each card in the LO. Note that some LOs only have one card.

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**All Cards (Especially X):** View each card in the LO with special attention to the specified card

**Unit Guide:** Scroll down from the unit landing page to find the *Unit Overview*, which contains the unit description, plus accordion files of additional planning, prep and related materials.

**Sub-unit Overview:** Scroll down from the sub-unit landing page to open a description of the text and lessons comprising the sub-unit.

**TLB (Teacher Lesson Brief):** Scroll down from the lesson landing page to find the *Lesson Brief*, which contains the Lesson Overview, Lesson Objectives, Standards, Differentiation, Prep, and Materials

**Instructional Guide:** Click on the icon marked *Instructional Guide* at the top of each Learning Object (Activity) to find teacher guidance for the activity, as well as possible responses.

**SLB (Student Lesson Brief):** Scroll down from the lesson landing page to find the *Student Lesson Brief*, which contains a student-friendly introduction to the lesson and suggestions for additional reading.

**Amplify Vocab App:** Alignment citations for *Vocabulary Acquisition and Use*, Language Standards 4, 5, and 6, include links to the cited activity in the Amplify Vocab App. Reviewers will need to be logged in to Amplify in order for these links to work.

**Amplify Mastering Conventions PDFs:** To review citations in *Mastering Conventions*, navigate to the Materials section of the Unit Guide for any unit except Unit 8G: Advanced Story Writing.

**Key for Amplify ELA 8th Grade Print Curriculum:**

Note that each Amplify print lesson is divided into a sequence of Steps/Activities.

**Example Citation:** (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L14, TE Step N3 p. 114, WJ p. 30)

**Unit 8D:** Grade 8, Unit D

**SU:** Sub-unit

**L:** Lesson

**Step:** Lesson Activity

**TE:** Teacher Edition

**SE:** Student Edition

**WJ:** Writing Journal

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### READING STANDARDS FOR LITERATURE

Standard	Amplify ELA Citations
<b>Key Ideas and Details</b>	
<b>RL.8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>8C: Science &amp; Science Fiction, SU3, L5, LO3, All Cards (Especially 2) (Print: 8C: Science &amp; Science Fiction, SU3, L5, TE Step O p. 146, WJ p. 85)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L14, LO6, All Cards (Especially 2) (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L14, TE Step N3 p. 114, WJ p. 30)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L10, LO6, All Cards (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L10, TE Step R2 p. 86, WJ pp. 21–23)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU4, L2, LO4, All Cards (Especially 2) (Print: Teacher directed to use digital lesson.)</p>
<b>RL.8.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.	<p>8C: Science &amp; Science Fiction, SU1, L13, LO5, All Cards (Especially 4) (Print: 8C: Science &amp; Science Fiction, SU1, L13, TE Step X2 p. 73, WJ pp. 37–38)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L15, LO4, All Cards (Especially 2) (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L15, TE Step V3 p. 120, WJ pp. 32–33)</p>

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	<p>8C: Science &amp; Science Fiction, SU1, L2, LO5, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L2, LO5, TE Step H p. 35, WJ pp. 8–9)</p> <p>8D: Shakespeare’s Romeo &amp; Juliet, SU1, L1, LO4, All Cards (Especially 2) (Print: 8D: Shakespeare’s Romeo &amp; Juliet, SU1, TE Step C pp. 43, WJ p. 8)</p>
<p><b>RL.8.3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>8C: Science &amp; Science Fiction, SU1, L1, LO7–8, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L1, TE Step B2 p. 51. Teacher projects digital Wrap-Up)</p> <p>8C: Science &amp; Science Fiction, SU1, L5, LO5, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L5, TE Step S p. 41, WJ p. 12)</p> <p>8C: Science &amp; Science Fiction, SU1, L11, LO4, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L11, TE Step O2 p. 67, WJ p. 31)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU4, L2, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p>
<b>Craft and Structure</b>	
<p><b>RL.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.</p>	<p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L2, LO3, All Cards (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L2, TE Step G pp. 50–51, WJ p. 9)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L4, LO5, All Cards</p>

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	<p>(Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L4, TE Step S p. 66, WJ pp. 14–16)</p> <p>8B: Liberty &amp; Equality, SU1, L1, LO4, All Cards (Especially 2) (Print: 8B: Liberty &amp; Equality, SU1, L1, TE Step B p. 14, WJ p. 6)</p> <p>8B: Liberty &amp; Equality, SU1, L2, LO3 (Print: 8B: Liberty &amp; Equality, SU1, L2, TE Step E p. 17)</p>
<b>RL.8.5:</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<p>8A: Perspectives &amp; Narrative, SU3, L4, LO2 (Print: 8A: Perspectives &amp; Narrative, SU3, L4, TE Step M p. 87, WJ p. 48)</p> <p>8C: Science &amp; Science Fiction, SU1, L7, LO8, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L7, TE Step B2 pp. 51–60. Teacher uses digital lesson to access the Wrap-Up.)</p> <p>8C: Science &amp; Science Fiction, SU3, L1, LO4, All Cards (Print: 8C: Science &amp; Science Fiction, SU3, L1, TE Step C p. 133)</p> <p>8B: Liberty &amp; Equality, SU2, L4, LO3–5 (Especially LO5) (Print: 8B: Liberty &amp; Equality, SU2, L4, TE Step J–L pp. 40–42, WJ pp. 22–25)</p>
<b>RL.8.6:</b> Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	<p>8C: Science &amp; Science Fiction, SU1, L3, LO4, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L3, TE Step K p. 37)</p> <p>8C: Science &amp; Science Fiction, SU1, L8, LO6, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L8, TE Step G2 p. 63, WJ pp. 25–26)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L14, LO2, 3, 5, and 6, All cards</p>

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	<p>(Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L14, TE Step I3, J3, M3, N3 pp. 106–110, 113, 114, WJ pp. 28–30)</p> <p>8C: Science &amp; Science Fiction, SU1, L13, LO2, All Cards (Especially 2) (Print: 8C: Science &amp; Science Fiction, SU1, L13, TE Step U2 p. 72)</p>
<b>Integration of Knowledge and Ideas</b>	
<b>RL.8.7:</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L3, LO6, All Cards (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L3, TE Step O p. 60, WJ p. 13)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L10, LO6, All Cards (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L10, TE Step R2 p. 86, WJ pp. 21–23)</p> <p>8C: Science &amp; Science Fiction, SU1, Lesson 6, LO4 (Print: 8C: Science &amp; Science Fiction, SU1, Lesson 6, TE Step Y p. 49, WJ p. 22)</p>
<b>RL.8.8: Not applicable to Literature</b>	
<b>RL.8.9:</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<p>8C: Science &amp; Science Fiction, SU1, L6, LO2, All Cards (Print: 8C: Science &amp; Science Fiction, SU1 L6, TE Step W pp. 47–48, WJ pp. 17–19)</p> <p>8C: Science &amp; Science Fiction, SU1, L17, LO3, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L17, TE Step H3 p. 88, WJ p. 49)</p> <p>8C: Science &amp; Science Fiction, SU1, L15, LO2, All Cards</p>

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	<p>(Print: 8C: Science &amp; Science Fiction, SU1, L15, TE Step D3 p. 80, WJ p. 44)</p> <p>8C: Science &amp; Science Fiction, SU1 L14, LO8, All Cards (Especially 8) (Print: 8C: Science &amp; Science Fiction, SU1 L17, TE Step G3 p. 83, WJ pp. 47–48)</p>
<b>Range of Reading and Text Complexity</b>	
<p><b>RL.8.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Amplify students regularly read a variety of literary texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.</p> <p>Where to look:</p> <p>Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.</p> <ul style="list-style-type: none"> <li>● Digital Example: 8C: Science &amp; Science Fiction, SU1, L2, LO10, All Cards</li> <li>● Print Example: Grade 8 Solo Activity Set blackline master, 8C: Science &amp; Science Fiction, SU1, L2, pp. 83–84, All Questions</li> </ul> <p>Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.</p> <ul style="list-style-type: none"> <li>● Select Text Activities <ul style="list-style-type: none"> <li>○ Digital Example: 8D: Shakespeare’s Romeo &amp; Juliet, SU1, L1, LO4, All Cards</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Print Example: 8D: Shakespeare’s Romeo &amp; Juliet, SU1, L1, TE Step C p. 43, SE p. 379</li> <li>● Use the Text as Referee Activities <ul style="list-style-type: none"> <li>○ Digital Example: 8D: Shakespeare’s Romeo &amp; Juliet, SU1, L2, LO3, All Cards</li> <li>○ Print Example: 8D: Shakespeare’s Romeo &amp; Juliet, SU1, L2, TE Step G p. 50, SE pp. 386–387, WJ p. 9</li> </ul> </li> <li>● Other Close Reading Activities <ul style="list-style-type: none"> <li>○ Digital Example: 8C: Science &amp; Science Fiction, SU1, L13, LO2, All Cards (Especially 2)</li> <li>○ Print Example: 8C: Science &amp; Science Fiction, SU1, L13, TE Step U2 p. 72</li> </ul> </li> </ul>
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#### READING STANDARDS FOR INFORMATIONAL TEXT

Standard	Amplify ELA Citations
<b>Key Ideas and Details</b>	
<b>RI.8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>8B: Liberty &amp; Equality, SU4, L1, LO3, All Cards (Especially 2) (Print: 8B: Liberty &amp; Equality, SU4, L1, TE Step B p. 135, WJ p. 76)</p> <p>8F: The Space Race Collection, SU3, L1, LO7 (Print: 8F: The Space Race Collection, SU3, L1, TE Step B p. 120, WJ p. 51)</p> <p>8F: The Space Race Collection, SU4, L3, LO5, All Cards (Print: Teacher directed to use digital lesson.)</p>
<b>RI.8.2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through	8E: Holocaust: Memory & Meaning, SU5, L1, LO2, All Cards (Especially 1)



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<p>particular details; provide an accurate summary of the text distinct from personal opinions or judgments.</p>	<p>(Print: 8E: Holocaust: Memory &amp; Meaning, SU5, L1, TE Step A p. 127, WJ p. 64)</p> <p>8B: Liberty &amp; Equality, SU2, L2, LO3, All Cards (Print: 8B: Liberty &amp; Equality, SU2, L2, TE Step E pp. 34–35, WJ pp. 16–17)</p> <p>8A: Perspectives &amp; Narrative, SU3, L6, LO2, All Cards (Print: 8A: Perspectives &amp; Narrative, SU3, L6, TE Step V p. 98, WJ p. 59)</p>
<p><b>RI.8.3:</b> Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>8A: Perspectives &amp; Narrative, SU3, L2, LO4 (Print: 8A: Perspectives &amp; Narrative, SU3, L2, TE Step G p. 83, WJ p. 42)</p> <p>8A: Perspectives &amp; Narrative, SU3, L1, LO5, All Cards (Especially 1) (Print: 8A: Perspectives &amp; Narrative, SU3, L1, TE Step C pp. 78–80, WJ pp. 36–37)</p> <p>8B: Liberty &amp; Equality, SU2, L7, LO2, All Cards (Print: 8B: Liberty &amp; Equality, SU2, L7, TE Step P p. 45, WJ p. 30)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU2, L1, LO3, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU2, L1, TE Step B p. 52, WJ pp. 16–19)</p>
<b>Craft and Structure</b>	
<p><b>RI.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.</p>	<p>8A: Perspectives &amp; Narrative, SU3, L5, LO3, All Cards (Especially 2) (Print: 8A: Perspectives &amp; Narrative, SU3, L5, TE Step S p. 96, WJ p. 56)</p> <p>8B: Liberty &amp; Equality, SU5, L3, LO5–6, All Cards</p>

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	<p>(Print: 8B: Liberty &amp; Equality, SU5, L3, TE Step K p. 172, WJ p. 100)</p> <p>8B: Liberty &amp; Equality, SU2, L11, LO2, All Cards (Print: 8B: Liberty &amp; Equality, SU2, L11, TE Step Z p. 57, WJ pp. 42–43)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU4, L1, LO2, All Cards (Especially 3) (Print: 8E: Holocaust: Memory &amp; Meaning, SU4, L1, TE Step A p. 114, WJ pp. 52–54 (Especially 54)</p>
<b>RI.8.5:</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<p>8A: Perspectives &amp; Narrative, SU3, L3, LO3, All Cards (Especially 1) (Print: 8A: Perspectives &amp; Narrative, SU3, L3, TE Step K p. 85, WJ p. 46)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU4, L4, LO3, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU4, L4, TE Step E p. 119–120, WJ pp. 58–60)</p> <p>8B: Liberty &amp; Equality, SU2, L7, LO2, All Cards (Especially 2) (Print: 8B: Liberty &amp; Equality, SU2, L7, TE Step P p. 45, WJ p. 30)</p> <p>8C: Science &amp; Science Fiction, SU3, L2, LO3 All cards (Especially 2, 3) (Print: 8C: Science &amp; Science Fiction, SU3, L2, TE Step F p. 136, WJ p. 78)</p>
<b>RI.8.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<p>8B: Liberty &amp; Equality, SU2, L6, LO4, All Cards (Print: 8B: Liberty &amp; Equality, SU2, L6, TE Step N p. 44, WJ pp. 27–28)</p> <p>8B: Liberty &amp; Equality, SU3, L1, LO3, All Cards (Print: 8B: Liberty &amp; Equality, SU3, L1, TE Step B p. 95, WJ pp. 64–65)</p> <p>8C: Science &amp; Science Fiction, SU3 L2, LO2, All Cards</p>

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	<p>(Print: 8C: Science &amp; Science Fiction, SU3 L2, TE Step E pp. 134–135, WJ p. 77)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU3, L1, LO4, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU3, L1, TE Step C p. 71, WJ p. 33)</p>
<b>Integration of Knowledge and Ideas</b>	
<b>RI.8.7:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<p>8B: Liberty &amp; Equality, SU2, L1, LO4, All Cards (Print: 8B: Liberty &amp; Equality, SU2, L1, TE Step B p. 32, WJ p. 12)</p> <p>8B: Liberty &amp; Equality, SU2, L4, LO3–5, All Cards (Especially LO5) (Print: 8B: Liberty &amp; Equality, SU2, L4, TE Step J–L p. 40–42, WJ pp. 22–25)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU3, L1, LO2–3, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU3, L1, TE Step A p. 63–65, SE p. 503–505, WJ p. 30)</p> <p>8B: Liberty &amp; Equality, SU5, L3, LO3, All Cards (Print: 8B; Liberty &amp; Equality, SU5, L3, TE Step I pp. 169–171, WJ pp. 97–99)</p>
<b>RI.8.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced.	<p>8B: Liberty &amp; Equality, SU3, L2, LO3, All Cards (Print: 8B: Liberty &amp; Equality, SU3, L2, TE Step E p. 98, WJ pp. 69–70)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU3, L3, LO4, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU3, L3, TE Step I p. 87, WJ pp. 43–47)</p> <p>8B: Liberty &amp; Equality, SU2, L3, LO4, All Cards</p>

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	(Print: 8B: Liberty & Equality, SU2, L3, TE Step I p. 39, WJ p. 21)
<b>RI.8.9:</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<p>8B: Liberty &amp; Equality, SU2, L3, LO4, All Cards (Print: 8B: Liberty &amp; Equality, SU2, L3, TE Step I p. 39, WJ pp. 21)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU2, L2, LO4, All Cards (Especially 2) (Print: 8E: Holocaust: Memory &amp; Meaning, SU2, L2, TE Step E pp. 54–55, WJ pp. 24–25)</p> <p>8B: Liberty &amp; Equality, SU5, L2, LO4–8, All Cards (Print: 8B: Liberty &amp; Equality, SU5, L2, TE Step F p. 166, WJ pp. 86–95)</p> <p>8B: Liberty &amp; Equality, SU2, L9, LO3, All Cards (Especially 3) (Print: 8B: Liberty &amp; Equality, SU2, L9, TE Step X p. 54, WJ p. 40)</p>
<b>Range of Reading and Text Complexity</b>	
<b>RI.8.10:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.	<p>Amplify students regularly read a variety of informational texts that fall within the grades 6–8 text complexity band. Activities include independent Solo reading comprehension assignments and scaffolded close reading activities.</p> <p>Where to look:</p> <p>Solos: At the end of most lessons, students independently read a new text within the grade band level of complexity and answer a set of comprehension questions designed to assess the accuracy of their reading.</p> <ul style="list-style-type: none"> <li>Digital Example: 8A: Perspectives &amp; Narrative, SU3, L4, LO9, All Cards</li> <li>Print Example: Grade 8 Solo Activity Set blackline master, 8A: Perspectives &amp; Narrative, SU3, L4, pp. 17–18, All Questions</li> </ul>

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	<p>Close Reading Activities: Students work in a variety of configurations to closely read, interpret, and analyze the lesson excerpt at both the word and whole text level.</p> <ul style="list-style-type: none"> <li>● Select Text Activities <ul style="list-style-type: none"> <li>○ Digital Example: 8A: Perspectives &amp; Narrative, SU3, L9, LO2–3, All Cards</li> <li>○ Print Example: Digital Example: 8A: Perspectives &amp; Narrative, SU3, L9, TE Step F2, p. 110, SE pp. 94–95, WJ pp. 70–71</li> </ul> </li> <li>● Use the Text as Referee Activities <ul style="list-style-type: none"> <li>○ Digital Example: 8B: Liberty &amp; Equality, SU3, L1, LO3, All Cards</li> <li>○ Print Example: 8B: Liberty &amp; Equality, SU3, L1, TE Step A p. 94, SE p. 172, WJ p. 62</li> </ul> </li> <li>● Other Close Reading Activities <ul style="list-style-type: none"> <li>○ Digital Example: 8B: Liberty &amp; Equality, SU2, L3, LO4, All Cards</li> <li>○ Print Example: 8B: Liberty &amp; Equality, SU2, L3, TE Step I p. 39, WJ p. 21</li> </ul> </li> </ul>
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#### WRITING STANDARDS

Standard	Amplify ELA Citations
<b>Text Types and Protocol</b>	
<p><b>W.8.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p style="padding-left: 20px;">a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p><b>W.8.1</b>  8C: Science &amp; Science Fiction, SU1, L11, LO6, All Cards (Especially 2)  (Print: 8C: Science &amp; Science Fiction  SU1, L11, TE Step P2 p. 68, WJ p. 32)</p>

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<ul style="list-style-type: none"> <li>b. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L5, LO5, All Cards (Especially 2) (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L5, TE Step Y p. 71, WJ p. 17)</p> <p>8A: Perspectives &amp; Narrative, SU3, L2, LO5, All Cards (Print: 8A: Perspectives &amp; Narrative, SU3, L2, TE Step H p. 83, WJ p. 43)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU3, L2, LO5, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU3, L2, TE Step G p. 77, WJ p. 39)</p> <p><b>W.8.1.a</b> 8A: Perspectives &amp; Narrative, SU4, L4, LO6, All Cards (Print: 8A: Perspectives &amp; Narrative, SU4, L4, TE Step M p. 125, SE pp. 673, WJ pp. 96–97)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU2, L1, LO6, All Cards (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU2, L1, TE Step C p. 132, WJ p. 38)</p> <p>8A: Perspectives &amp; Narrative, SU4, L1, LO6 (All Cards) (Print: 8A: Perspectives &amp; Narrative, SU4, L1, TE Step C p. 122, WJ p. 84)</p> <p>8C Science &amp; Science Fiction, SU2, L2, LO4, All Cards (Print: 8C Science &amp; Science Fiction, SU2, L1, TE Step C p. 94, WJ p. 56)</p> <p>8A: Perspectives &amp; Narrative, SU4, L1, LO5, All Cards (Print: Teacher directed to use digital lesson.)</p>
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	<p>8D: Shakespeare's Romeo &amp; Juliet, SU2, L1, LO4–5, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8C: Science &amp; Science Fiction, SU2, L1, LO4, All Cards (Especially 3–5) (Print: 8C: Science &amp; Science Fiction, SU2, L1, TE Step C p. 94, WJ p. 56)</p> <p><b>W.8.1.b</b> 8C: Science &amp; Science Fiction, SU2, L1, LO4, All Cards (Print: 8C Science &amp; Science Fiction, SU2, L1, TE Step C p. 94, WJ p. 56)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU2, L2, LO3, All Cards (Especially 3) (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU2, L2, TE Step E p. 133, SE p. 672, WJ pp. 40–41)</p> <p>8B: Liberty &amp; Equality, SU2, L3, LO5, All Cards (Especially 1) (Print: 8B: Liberty &amp; Equality, SU2, L3, TE Step I p. 39, WJ p. 21)</p> <p>8A: Perspectives &amp; Narrative, SU4, L1, LO5, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU3, L2, LO5, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU3, L2, TE Step G p. 77, WJ p. 39)</p> <p>8F: The Space Race Collection: SU5, L1, LO4, All Cards (Print: 8F: The Space Race Collection: SU5, L1, TE Step C p. 146, WJ p. 70)</p> <p><b>W.8.1.c</b> 8C: Science &amp; Science Fiction, SU2, L5, LO4, All Cards</p>
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	<p>(Print: 8C: Science &amp; Science Fiction, SU2, L5, TE Step O p. 97, SE p. 673, WJ p. 66)</p> <p>8A: Perspectives &amp; Narrative, SU4, L5, LO5, All Cards (Especially 1) (Print: 8A: Perspectives &amp; Narrative, SU4, L5, TE Step O p. 126, SE p. 673, WJ p. 99)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU2, L5, LO4, All Cards (Especially 1) (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU2, L5, TE Step O p. 136, SE p. 673, WJ pp. 53–55)</p> <p><b>W.8.1.d</b> 8A: Perspectives &amp; Narrative, SU4, L5, LO6, All Cards (Especially 1) (Print: 8A: Perspectives &amp; Narrative, SU4, L5, TE Step P p. 126, WJ pp. 102–103)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU2, L5, LO5, All Cards (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU2, L5, TE Step P p. 136, SE p. 674, WJ pp. 56–57)</p> <p>8B: Liberty &amp; Equality, SU2, L12, LO2, All Cards (Especially 1) (Print: 8B: Liberty &amp; Equality, SU2, L12, TE Step C2 p. 60–61, WJ pp. 47–48)</p> <p>8C: Science &amp; Science Fiction, SU1, L9, LO4, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L9, TE Step K2 pp. 65–66, WJ pp. 28–29)</p> <p><i>Mastering Conventions Three</i>, Unit 5, Lessons 18 and 19: Formal and Informal Writing Styles—Code-Switching, pp. 244–253</p>
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	<p><b>W.8.1.e</b>  8C: Science &amp; Science Fiction, SU2, L4, LO9, All Cards  (Print: 8C: Science &amp; Science Fiction, SU2, L5, TE Step N p. 97, SE p. 672, WJ p. 65)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU2, L5, LO3, All Cards  (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU2, L5, TE Step N p. 136, SE p. 672, WJ p. 52)</p> <p>8C: Science &amp; Science Fiction, SU1, L9, LO4, All Cards (Especially 5)  (Print: 8C: Science &amp; Science Fiction, SU1, L9, TE Step K2 pp. 65–66, WJ pp. 28–29)</p> <p>8A: Perspectives &amp; Narrative, SU4, L5, LO4, All Cards  (Print: 8A: Perspectives &amp; Narrative, SU4, L5, TE Step N p. 126, SE p. 672, WJ p. 98)</p>
<p><b>W.8.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ol>	<p><b>W.8.2</b>  8B: Liberty &amp; Equality, SU2, L2, LO4, All Cards (Especially 2)  (Print: 8B: Liberty &amp; Equality, SU2, L2, TE Step F p. 35, WJ p. 18)</p> <p>8F: The Space Race Collection, SU4, L3, LO6, All Cards  (Print: Teacher directed to use digital lesson.)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L11, LO5, All Cards (Especially 2)  (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L11, TE Step X2 p. 91, WJ p. 24)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU6, L2, LO4, All Cards</p>

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<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>(Print: 8E: Holocaust: Memory &amp; Meaning, SU6, L2, TE Step E p. 137, SE p. 672, WJ pp. 74–75)</p> <p><b>W.8.2.a</b></p> <p>8F: The Space Race Collection SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU6, L4, LO6, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU6, L4, TE Step M p. 139, SE p. 673, WJ pp. 84–85)</p> <p>8B: Liberty &amp; Equality, SU6, L4, LO7, All Cards (Print: 8B: Liberty &amp; Equality, SU6, L4, TE Step M pp. 185, SE pp. 673, WJ pp. 124–125)</p> <p>8F: The Space Race Collection, SU5, L2, LO5, All Cards (Print: 8F: The Space Race Collection, SU5, L2, TE Steps F and G p. 147, WJ pp. 71–72)</p> <p>8F: The Space Race Collection, SU3, L2, LO2–3, All Cards (Print: 8F: The Space Race Collection, SU3, L2, TE Steps D and E, pp. 122–124, WJ pp. 53–54)</p> <p><b>W.8.2.b</b></p> <p>8A: Perspectives &amp; Narrative, SU3, L6, LO4, All Cards (Especially 2) (Print: 8A: Perspectives &amp; Narrative, SU3, L6, TE Step W p. 98, WJ p. 60)</p> <p>8B: Liberty &amp; Equality, SU6, L2, LO3, All Cards (Especially 1, 2) (Print: 8B: Liberty &amp; Equality, SU6, L2, TE Step E p. 183, SE p. 672, WJ pp. 114–115)</p>
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	<p>8E: Holocaust: Memory &amp; Meaning, SU6, L4, LO4, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU6, L4, TE Step K p. 139, WJ pp. 81–82)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU6, L2, LO4, All Cards (Especially 3) (Print: 8E: Holocaust: Memory &amp; Meaning, SU6, L2, TE Step E p. 137, SE p. 672, WJ pp. 74–75)</p> <p><b>W.8.2.c</b> 8E: Holocaust: Memory &amp; Meaning, SU6, L5, LO5, All Cards (Especially 1) (Print: 8E: Holocaust: Memory &amp; Meaning, SU6, L5, TE Step O p. 140, SE p. 673, WJ p. 87)</p> <p>8B: Liberty &amp; Equality, SU6, L5, LO4, All Cards (Especially 1) (Print: 8B: Liberty &amp; Equality, SU6, L5, TE Step O p. 186, SE p. 673, WJ pp. 127–128)</p> <p><b>W.8.2.d</b> 8B: Liberty &amp; Equality, SU5, L3, LO6, All Cards (Especially 2) (Print: 8B: Liberty &amp; Equality, SU5, L3, TE Step K p. 172, WJ p. 100)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L2, LO4, Card 2 (Print: 8D: Shakespeare's Romeo &amp; Juliet SU1, L2, LO4, TE Step H p. 52, WJ p. 10)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU6, L2, LO4, All Cards (Especially 3) (Print: 8E: Holocaust: Memory &amp; Meaning, SU6, L2, TE Step E p. 137, SE p. 672, WJ pp. 74–75)</p>
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	<p><b>W.8.2.e</b>  8E: Holocaust: Memory &amp; Meaning, SU6, L5, LO6, All Cards  (Print: 8E: Holocaust: Memory &amp; Meaning, SU6, L5, TE Step P p. 140, WJ pp. 90–91)</p> <p>8B: Liberty &amp; Equality, SU6, L5, LO5, All Cards (Especially 1)  (Print: 8B: Liberty &amp; Equality, SU6, L5, TE Step P p. 186, SE p. 674, WJ pp. 130–131)</p> <p>8F: The Space Race Collection, SU5, L5, LO5, All Cards  (Print: 8F: The Space Race Collection, SU5, L5, TE Step P p. 150, SE p. 678, WJ pp. 83–84)</p> <p><i>Mastering Conventions Three</i>, Unit 5, Lessons 18 and 19, Formal and Informal Writing Styles: Code-Switching, pp. 244–253</p> <p><b>W.8.2.f</b>  8B: Liberty &amp; Equality, SU6, L5, LO3, All Cards  (Print: 8B: Liberty &amp; Equality, SU6, L5, TE Step N p. 186, SE p. 672, WJ p. 126)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU6, L5, LO4, All Cards  (Print: 8E: Holocaust: Memory &amp; Meaning, SU6, L5, TE Step N p. 140, SE p. 672, WJ p. 86)</p> <p>8F: The Space Race Collection, SU5, L4, LO7, All Cards  (Print: 8F: The Space Race Collection, SU5, L4, TE Step N p. 149, WJ p. 80)</p> <p>8F: The Space Race Collection, SU5, L5, LO4, All Cards  (Print: 8F: The Space Race Collection, SU5, L5, TE Step O p. 150, SE p. 677, WJ pp. 81–82)</p>
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**W.8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **W.8.3**

8F: The Space Race Collection, SU3, L2, LO3, All Cards  
(Print: 8F: The Space Race Collection  
SU3, L2, TE Step E p. 124, WJ pp. 53–54)

8A: Perspectives & Narrative, SU3, L7, LO5, All Cards  
(Print: 8A: Perspectives & Narrative, SU3, L7, TE Step A2 p. 107, WJ p. 64)

8C: Science & Science Fiction, SU1 L6, LO3, All Cards (Especially 2)  
(Print: 8C: Science & Science Fiction, SU1 L6, TE Step X p. 49, WJ p. 21)

8A: Perspectives & Narrative, SU2, L4, LO5, All Cards (Especially 2)  
(Print: 8A: Perspectives & Narrative, SU2, L4, TE Step V p. 30, WJ p. 18)

### **W.8.3.a**

8A: Perspectives & Narrative, SU3, L10, LO3, All Cards (Especially 1)  
(Print: 8A: Perspectives & Narrative, SU3, L10, TE Step J2 p. 115, WJ pp. 77–78)

8G: Advanced Story Writing, SU1, L3: Creating a Believable Personality, p. 42

8A: Perspectives & Narrative, SU3, L9, LO4, All Cards  
(Print: 8A: Perspectives & Narrative, SU3, L9, TE Step H2 p. 113, WJ pp. 74–76)

8G: Advanced Story Writing SU2, Lesson 11: Creating a Second Believable Character, Writing pp. 71–73

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	<p>8G: Advanced Story Writing, SU3, Lesson 18: Choosing a Storyline, Writing pp. 101–104</p> <p>8A: Perspectives &amp; Narrative, SU3, L4, LO2–3, All Cards (Print: 8A: Perspectives &amp; Narrative, SU3, L4, TE Steps M and N pp. 87–88, WJ pp. 48–49)</p> <p>8A: Perspectives &amp; Narrative, SU2, L1, LO3, TOLO2, and LO4 (Print: 8A: Perspectives &amp; Narrative, SU2, L1, TE Step A–C pp. 13–16, WJ p. 6)</p> <p>8G, Advanced Story Writing, SU2, Lesson 14: Setting Up Change and Growth in Rising Action, Writing pp. 80–83</p> <p>8G: Advanced Story Writing, SU3, Lesson 22: Editing and Writing the Final Draft, pp. 117–120</p> <p><b>W.8.3.b</b> 8A: Perspectives &amp; Narrative, SU3, L10, LO6, All Cards (Especially 1) (Print: 8A: Perspectives &amp; Narrative, SU3, L10, TE Step L2 p. 116, WJ pp. 77–78)</p> <p>8G: Advanced Story Writing: SU1, Lesson 7: Introducing Internal and External Dialogue, p. 59</p> <p>8C: Science &amp; Science Fiction, SU1, L6, LO3–4, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L6, TE Steps X–Y p. 49, WJ pp. 20–22)</p> <p>8A: Perspectives &amp; Narrative, SU2, L5, LO4, All Cards (Print: 8A: Perspectives &amp; Narrative, SU2, L5, TE Step Z p. 32, WJ p. 22)</p>
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	<p><b>W.8.3.c</b>  8A: Perspectives &amp; Narrative, SU3, L10, LO3, All Cards (Especially 1)  (Print: 8A: Perspectives &amp; Narrative, SU3, L10, TE Step J2 p. 115, WJ pp. 77–78)</p> <p>8G: Advanced Story Writing: SU3, Lesson 22: Editing and Writing the Final Draft, Targeted Instruction &amp; Editing Guidelines. pp. 118–119</p> <p>8G, Advanced Story Writing, SU2, Lesson 14: Setting Up Change and Growth in Rising Action, Writing pp. 80–83</p> <p><b>W.8.3.d</b>  8E: Holocaust: Memory &amp; Meaning, SU5, L1, LO4, All Cards  (Print: 8E: Holocaust: Memory &amp; Meaning, SU5, L1, TE Step C p. 129, WJ pp. 66–67)</p> <p>8A: Perspectives &amp; Narrative, SU3, L10, LO5, All Cards  (Print: 8A: Perspectives &amp; Narrative, SU3, L10, TE Step L2 p. 116, WJ pp. 77–78)</p> <p>8B: Liberty &amp; Equality, SU1, L1, LO5, All Cards (Especially 2)  (Print: 8B: Liberty &amp; Equality, SU1, L1, TE Step C p. 15, WJ p. 7)</p> <p>8A: Perspectives &amp; Narrative, SU2, L7, LO5, All Cards  (Print: 8A: Perspectives &amp; Narrative, SU2, L7, TE Step G2 p. 25)</p> <p><b>W.8.3.e</b>  8A: Perspectives &amp; Narrative, SU3, L10, LO7, All Cards (Especially 1)  (Print: 8A: Perspectives &amp; Narrative, SU3, L10, TE Step M2 p. 117, WJ p. 79)</p>
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	<p>8G: Advanced Story Writing: SU3, Lesson 19: Developing Character Change and Growth—Turning Point and Conclusion/Resolution, Writing Prompt p. 106</p> <p>8G, Advanced Story Writing: SU2, Lesson 14: Setting Up Change and Growth in Rising Action, p. 80</p>
<b>Production and Distribution of Writing</b>	
<p><b>W.8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>8B: Liberty &amp; Equality, SU6, L1, LO3, All Cards (Print: 8B: Liberty &amp; Equality, SU6, L1, TE Step A p. 182, SE p. 672)</p> <p>8F: The Space Race Collection, SU3, L2, LO2–3, All Cards (Print: 8F: The Space Race Collection, SU3, L2, TE Step D pp. 122–123)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU6, L3, LO5, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning SU6, L3, TE Step H p. 138, SE p. 672, WJ pp. 76–77)</p> <p>8F: The Space Race Collection, SU5, L2, LO4, All Cards (Print: 8F: The Space Race Collection, SU5, L2, TE Step E p. 147)</p>
<p><b>W.8.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p>	<p>8D: Shakespeare's Romeo &amp; Juliet, SU2, L4, LO3, All Cards (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU2, L4, TE Step K p. 135, WJ pp. 47–49)</p> <p>8F: The Space Race Collection, SU5, L4, LO4, All Cards (Print: 8F: The Space Race Collection, SU5, L4, TE Step L p. 149, WJ pp. 78–79)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU6, L4, LO4, All Cards</p>



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	<p>(Print: 8E: Holocaust: Memory &amp; Meaning, SU6, L4, TE Step K p. 139, WJ pp. 81–82)</p> <p>8A: Perspectives &amp; Narrative, SU2, L7, LO4–5, All Cards (Print: 8A: Perspectives &amp; Narrative, SU2, L7, TE Step F2 and G2 pp. 38–40, WJ pp. 25–26)</p>
<p><b>W.8.6:</b> Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.</p>	<p>8F: The Space Race Collection, SU5, L7, LO3, All Cards (Especially 1) (Print: Teacher directed to use digital lesson.)</p> <p>8F: The Space Race Collection, SU3, L1, LO8, All Cards (Print: 8F: The Space Race Collection, SU3, L1, TE Step C p. 121, WJ p. 52)</p> <p>8F: The Space Race Collection, SU5, L1, LO4, All Cards (Print: 8F: The Space Race Collection, SU5, L1, TE Step C p. 146, WJ p. 70)</p> <p>8F: The Space Race Collection, SU2, L3, LO5–7 (Print: Teacher directed to use digital lesson.)</p>
<b>Research to Build and Present Knowledge</b>	
<p><b>W.8.7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>8F: The Space Race Collection, SU4, L2, LO5–6, All Cards (Print: 8F: The Space Race Collection, SU4, L2, TE Step H p. 139, WJ pp. 63–64)</p> <p>8B: Liberty &amp; Equality, SU5, L2, LO8, All Cards (Print: 8B: Liberty &amp; Equality, SU5, L2, TE Step F p. 166, WJ pp. 86–95)</p> <p>8F: The Space Race Collection, SU2, L3, LO6, All Cards (Print: Teacher directed to use digital lesson.)</p>

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	8E: Holocaust: Memory & Meaning, SU6, L1, LO4, All Cards (Print: Teacher directed to use digital lesson to access this activity.)
<b>W.8.8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p>8F: The Space Race Collection, SU1, L1, LO5, All Cards (Print: 8F: The Space Race Collection, SU1, L1, TE Step B p. 11, WJ p. 9)</p> <p>8F: The Space Race Collection, SU1, L3, LO3, All Cards (Print: 8F: The Space Race Collection, SU1, L3, TE Steps E and F pp. 13–14)</p> <p>8F: The Space Race Collection, SU5, L6, LO3, All Cards (Print: 8F: The Space Race Collection. SU5, L6, TE Step T p. 151, SE P. 679, WJ pp. 83–84)</p> <p>8F: The Space Race Collection, SU5, L1, LO4, All Cards (Especially 1) (Print: 8F: The Space Race Collection, SU5, L1, TE Step C p. 146, WJ p. 70)</p>
<p><b>W.8.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., —Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).</li> <li>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced).</li> </ul>	<p><b>W.8.9</b></p> <p>8F: The Space Race Collection, SU2, L2, LO3, All Cards (Print: 8F: The Space Race Collection, SU2, L2, TE Step G p. 98, WJ pp. 36–41)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU6, L1, LO4–LO5, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU6, L1, TE Steps B and C p. 136, WJ p. 72)</p> <p>8C: Science &amp; Science Fiction, SU3, L1, LO5, All Cards (Especially 3) (Print: 8C: Science &amp; Science Fiction, SU3 L1, TE Step D p. 133, WJ p. 76)</p> <p>8F: The Space Race Collection, SU4, L3, LO5–6, All Cards</p>

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	<p>(Print: Teacher directed to use digital lesson.)</p> <p><b>W.8.9.a</b>  8C: Science &amp; Science Fiction, SU1, L17, LO4, Card 2  (Print: 8C: Science &amp; Science Fiction, SU1, L17, TE Step H3 &amp; I3 pp. 88–89, WJ p. 50)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L12, LO6, Cards 1–2  (Print: 8D: Shakespeare's Romeo &amp; Juliet  SU1, L12, TE Step F3 p. 103, WJ p. 27)</p> <p><b>W.8.9.b</b>  8B: Liberty &amp; Equality, SU3, L2, LO4, Card 2  (Print: 8B: Liberty &amp; Equality, SU3, L2, TE Step F p. 99, WJ p. 71)</p> <p>8A: Perspectives &amp; Narrative, SU3, L2, LO5, Card 2  (Print: 8A: Perspectives &amp; Narrative, SU3, L2, TE Step H p. 83, WJ p. 43)</p>
<b>Range of Writing</b>	
<p><b>W.8.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Amplify students write in almost every lesson. Writing tasks range from short answer questions during reading activities, to 10–14 minute, paragraph-length, formative writing activities, to multi-paragraph essays written over the course of several lessons in the summative Write an Essay Sub-units.</p> <p>Where to look:</p> <ul style="list-style-type: none"> <li>● Short Answer Activities <ul style="list-style-type: none"> <li>○ Digital Example: 8B: Liberty &amp; Equality, SU3, L2, LO2, All Cards</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Print Example: 8B: Liberty &amp; Equality, SU3, L2, TE Step E, p. 98, WJ pp. 69–70</li> <li>● Formative Writing Activities <ul style="list-style-type: none"> <li>○ Digital Example: 8D: Shakespeare’s Romeo &amp; Juliet, SU1, L5, LO5, All Cards</li> <li>○ Print Example: 8D: Shakespeare’s Romeo &amp; Juliet, SU1, L5, TE Step Y p. 71, SE p. 407, WJ p. 17</li> </ul> </li> <li>● Summative Essay Sub-units <ul style="list-style-type: none"> <li>○ Digital Example: 8C: Science &amp; Science Fiction, SU2, Write an Essay</li> <li>○ Print Example: 8C: Science &amp; Science Fiction, SU2, Write an Essay, TE pp. 90–97, SE pp. 672–675, WJ pp. 56–72</li> </ul> </li> </ul>
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#### SPEAKING AND LISTENING STANDARDS

Standard	Amplify ELA Citations
<b>Comprehension and Collaboration</b>	
<p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.</li> </ul>	<p><b>SL.8.1</b>  8E: Holocaust: Memory &amp; Meaning, SU3, L3, LO5, All Cards  (Print: 8E: Holocaust: Memory &amp; Meaning, SU3, L3, TE Step J p. 88, WJ pp. 48–49)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU4, L4, LO4, All Cards  (Print: 8E: Holocaust: Memory &amp; Meaning, SU4, L4, TE Step F p. 121, WJ p. 61)</p> <p><b>SL.8.1.a</b>  8B: Liberty &amp; Equality, SU2, L14, LO5, All Cards</p>

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<p>c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>	<p>(Print: 8B: Liberty &amp; Equality, SU2, L14, TE Step M2 p. 73)</p> <p>8B: Liberty &amp; Equality, SU6, L5, LO7, All Cards (Print: 8B: Liberty &amp; Equality, SU6, L5, TE Step O p. 186, SE pp. 673–675, WJ pp. 127–128)</p> <p><b>SL.8.1.b</b> 8C: Science &amp; Science Fiction, SU1, L15, LO4, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L15, TE Step E pp. 81–82, WJ pp. 45–46)</p> <p>8F: The Space Race Collection, SU4, L2, LO2 (Print: 8F: The Space Race Collection, SU4, L2, TE Step E p. 138)</p> <p><b>SL.8.1.c</b> 8E: Holocaust: Memory &amp; Meaning, SU2, L1, LO4, All Cards (Especially 2) (Print: 8E: Holocaust: Memory &amp; Meaning, SU2, L1, TE Step C p. 53, WJ pp. 20–21)</p> <p>8F: The Space Race Collection, SU4, L1, LO6 (Print: 8F: The Space Race Collection, SU4, L1, TE Step C p. 136, WJ p. 58)</p> <p><b>SL.8.1.d</b> 8B: Liberty &amp; Equality, SU2, L1, LO5, All Cards (Especially 3) (Print: 8B: Liberty &amp; Equality, SU2, L1, TE Step C p. 33, WJ p. 13)</p> <p>8C: Science &amp; Science Fiction, SU1, L2, LO5, Card 2 (Print: 8C: Science &amp; Science Fiction, SU1, L2, TE Step H p. 35, WJ p.10)</p>
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<p><b>SL.8.2:</b> Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L10, LO3, All Cards (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L10, TE Step O2 pp. 83–84)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU3, L1, LO2, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning, SU3, L1, TE Step A p. 63–65, SE pp. 466–467, WJ p. 30)</p> <p>8A: Perspectives &amp; Narrative, SU2, L3, LO4, All Cards (Print: 8A: Perspectives &amp; Narrative, SU2, L3, TE Step O p. 26, WJ p. 11)</p> <p>8E: Holocaust: Memory &amp; Meaning SU2, L1, LO4, All Cards (Print: 8E: Holocaust: Memory &amp; Meaning SU2, L1, TE Step C p. 53, WJ pp. 20–21)</p>
<p><b>SL.8.3:</b> Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.</p>	<p>8C: Science &amp; Science Fiction, SU1, L9, LO5, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L9, TE Step L2 p. 66, WJ p. 30)</p> <p>8B: Liberty &amp; Equality, SU2, L3, LO4, All Cards (Especially 1) (Print: 8B: Liberty &amp; Equality, SU2, L3, TE Step I p. 39, WJ p. 21)</p> <p>8F: The Space Race Collection, SU4, L2, LO3, All Cards (Especially 3) (Print: 8F: The Space Race Collection, SU4, L2, TE Step F p. 138, WJ pp. 59–60)</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p><b>SL.8.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>8F: The Space Race Collection, SU5, L8, LO3, Cards 1–2 (Print: Teacher directed to use digital lesson.)</p> <p>8B: Liberty &amp; Equality, SU5, L4, LO4, Cards 1–2 (Especially 2)</p>

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	<p>(Print: 8B: Liberty &amp; Equality, SU5, L4, TE Step N p. 175, WJ pp. 104–107)</p> <p>8C: Science &amp; Science Fiction, SU1, L9, LO4–5, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L9, TE Step K2 and L2 pp. 65–66, WJ pp. 28–30)</p> <p>8C: Science &amp; Science Fiction, SU1, L15, LO4–5, All Cards (Print: 8C: Science &amp; Science Fiction, SU1, L15, TE Step E2 and F2 pp. 81–82, WJ pp. 45–46)</p>
<b>SL.8.5:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<p>8F: The Space Race Collection, SU5, L7, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8E: Holocaust: Memory &amp; Meaning, SU4, L2, LO6, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8F: The Space Race Collection, SU5, L8, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p>
<b>SL.8.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	<p>8C: Science &amp; Science Fiction, SU1, L5, LO8, All Cards (Especially 1) (Print: 8C: Science &amp; Science Fiction, SU1, L5, TE Step U p. 46, WJ p. 15)</p> <p>8C: Science &amp; Science Fiction, SU1, L7, LO4–5, All Cards (Especially 1, 10) (Print: 8C: Science &amp; Science Fiction, SU1, L7, TE Steps A2 &amp; B2 pp. 50–60)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L10, LO4–5, All Cards (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L10, TE Steps P2 and Q2 pp. 84–85)</p>

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	8B: Liberty & Equality, SU2, L12, LO3–5, All Cards (Print: 8B: Liberty & Equality, SU2, L12, TE Steps D2–F2 pp. 63–67, WJ pp. 46, 49–52)
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### LANGUAGE STANDARDS

Standard	Amplify ELA Citations
<b>Conventions of Standard English</b>	
<b>L.8.1:</b> Demonstrate command of the conventions of standard English grammar and usage. <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ul>	<p><b>L.8.1</b> Grammar Unit: SU1, L5</p> <p><i>Mastering Conventions One</i>, Unit 1, Lesson 3: Defining and Identifying Nouns, p. 4</p> <p><i>Mastering Conventions One</i>, Unit 1, Lesson 6: Defining and Identifying Verbs, p. 77</p> <p><i>Mastering Conventions One</i>, Unit 1, Lesson 10: Defining and Identifying Adjectives, p. 142</p> <p><b>L.8.1.a</b> Grammar Unit: SU1, L6, LO4</p> <p><i>Mastering Conventions Two</i>: Unit 2, Lesson 9: Identifying Participles, p. 123</p> <p><i>Mastering Conventions Three</i>: Unit 2, Lesson 6: Introducing Infinitives, p. 62</p>



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	<p><i>Mastering Conventions Three: Unit 3, Lesson 9: Identifying Different Verb Tenses—Past, Present, And Future, p. 98</i></p> <p><i>Mastering Conventions Three, Unit 2, Lesson 7: Identifying Infinitives Used as Adjectives in a Sentence, p. 71</i></p> <p><b>L.8.1.b</b> Grammar Unit: SU6, L3</p> <p><i>Mastering Conventions Three: Unit 3, Lesson 12: Changing Verb Voice for a Different Impact, p. 154</i></p> <p><b>L.8.1.c</b> Grammar Unit: SU6, L1</p> <p><i>Mastering Conventions Three: Unit 3, Lesson 13: Changing Verb Moods for a Different Impact, p. 170</i></p> <p>Grammar Unit: SU6, L2</p> <p><b>L.8.1.d</b> Grammar Unit: SU6, L4, LO4</p> <p><i>Mastering Conventions Three: Unit 3, Skill Drill 13D: Keeping Verb Moods Consistent, p. 188</i></p> <p><i>Mastering Conventions Three: Unit 3, Lesson 12: Changing Verb Voice for a Different Impact, p. 154</i></p> <p><i>Mastering Conventions Three: Unit 3, Lesson 13: Changing Verb Moods for a Different Impact, p. 170</i></p>
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<p><b>L.8.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly</li> </ul>	<p><b>L.8.2</b></p> <p>8A: Perspectives &amp; Narrative, SU4, L5, LO6, All Cards (Especially 1) (Print: 8A: Perspectives &amp; Narrative, SU4, L5, TE Step P p. 126, SE p. 674, WJ pp. 102–103)</p> <p><i>Mastering Conventions One:</i> Unit 1, Skill Drill 2C: Capitalizing and Punctuating Sentences, p. 33, and Skill Drill 2D: Capitalizing and Punctuating Sentences, p. 37</p> <p><i>Mastering Conventions Three:</i> Unit 4, Lesson 17: Punctuating and Formatting Block Quotes, p. 231</p> <p><i>Mastering Conventions Three:</i> Unit 4, Lesson 14: Reviewing, Finding, and Fixing Comma Errors With Adjectives, p. 194</p> <p>8A: Perspectives &amp; Narrative: SU4, L5, LO6, All Cards (Especially 1) (Print: 8A: Perspectives &amp; Narrative, SU4, L5, TE Step P p. 126, SE p. 674, WJ pp. 102–103)</p> <p>8B: Liberty &amp; Equality, SU6, L5, LO5, All Cards (Especially 1) (Print: 8B: Liberty &amp; Equality, SU6, L5, TE Step P p. 186, SE p. 674, WJ pp. 130–131)</p> <p><b>L.8.2.a</b> Grammar Unit: SU7, L1, LO4, All Cards</p> <p><i>Mastering Conventions Three:</i> Unit 4, Lesson 15: Use Punctuation to Indicate a Pause or Break, p. 207</p> <p><b>L.8.2.b</b> Grammar Unit, SU7, L1, LO5, All Cards</p>
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	<i>Mastering Conventions Three</i> : Unit 4, L15: Use Punctuation to Indicate a Pause or Break, p. 207
<b>Knowledge of Language</b>	
<p><b>L.8.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p><b>L.8.3</b></p> <p>8B: Liberty &amp; Equality, SU2, L12, LO2, All Cards (Print: 8B: Liberty &amp; Equality, SU2, L12, TE Step C2 pp. 60–62, WJ pp. 47–48)</p> <p>8D: Shakespeare's Romeo &amp; Juliet, SU1, L10, LO5–6, All Cards (Print: 8D: Shakespeare's Romeo &amp; Juliet, SU1, L10, TE Step Q2 and R2, pp. 85–86, WJ pp. 21–23)</p> <p>8B: Liberty &amp; Equality, SU2, L1, LO4, All Cards (Print: 8B: Liberty &amp; Equality, SU2, L1, TE Step B p. 32, WJ p. 12)</p> <p><i>Mastering Conventions Three</i>: Unit 4, Lesson 14: Reviewing, Finding, and Fixing Comma Errors With Adjectives, p. 194</p> <p><b>L.8.3.a</b></p> <p>Grammar Unit, SU6, L4, LO3</p> <p><i>Mastering Conventions Three</i>: Unit 3, Lesson 13: Changing Verb Moods for a Different Impact, p. 170</p> <p><i>Mastering Conventions Three</i>: Unit 3, Lesson 12: Changing Verb Voice for a Different Impact, p. 154</p>
<b>Vocabulary Acquisition and Use</b>	
<p><b>Note:</b> Alignment citations for Language Standards 4, 5, 6 include links to the cited activity in the Amplify Vocab App. Reviewers will need to be logged in to Amplify in order for these links to work.</p>	

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**L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### **L.8.4**

Vocab App: "manifested" Narrative Multiple Choice activities - May I, Zombie

<https://vocabulary.amplify.com/#/mayi/15165>

<https://vocabulary.amplify.com/#/zombie/15287>

Vocab App: "attained" Narrative Multiple Choice activities - Horoscope, May I

<https://vocabulary.amplify.com/#/horoscope/9495>

<https://vocabulary.amplify.com/#/mayi/9501>

### **L.8.4.a**

Vocab App: "abhorrence" Narrative Multiple Choice activities - Zombie, Keisha

<https://vocabulary.amplify.com/#/zombie/17326>

<https://vocabulary.amplify.com/#/keisha/17322>

Vocab App: "schemes" Narrative Multiple Choice activities - Hashtag, Blind Item

<https://vocabulary.amplify.com/#/hashtag/9498>

<https://vocabulary.amplify.com/#/blinditem/9500>

### **L.8.4.b**

Vocab App: "dynamic" Roots Exist activity, click through all steps

<https://vocabulary.amplify.com/#/rootsexist/3053>

Vocab App: "amphibious" Roots Exist activity, click through all steps

<https://vocabulary.amplify.com/#/rootsexist/4319>

### **L.8.4.c/d**

Vocab App: "degraded" ReDictionary activity

<https://vocabulary.amplify.com/#/redictionary/144500>

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	<p>Vocab App: "immunity" ReDictionary activity  <a href="https://vocabulary.amplify.com/#/redictionary/144551">https://vocabulary.amplify.com/#/redictionary/144551</a></p>
<p><b>L.8.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>)</li> </ol>	<p>L.8.5</p> <p>Vocab App: "subversion" Synonym &amp; Antonym activities  <a href="https://vocabulary.amplify.com/#/findsynonyms/2106">https://vocabulary.amplify.com/#/findsynonyms/2106</a>  <a href="https://vocabulary.amplify.com/#/ordersynonyms/2109">https://vocabulary.amplify.com/#/ordersynonyms/2109</a>  <a href="https://vocabulary.amplify.com/#/findantonyms/2107">https://vocabulary.amplify.com/#/findantonyms/2107</a>  <a href="https://vocabulary.amplify.com/#/orderantonyms/2108">https://vocabulary.amplify.com/#/orderantonyms/2108</a></p> <p>Vocab App: "accurate" Synonym &amp; Antonym activities  <a href="https://vocabulary.amplify.com/#/findsynonyms/2025">https://vocabulary.amplify.com/#/findsynonyms/2025</a>  <a href="https://vocabulary.amplify.com/#/ordersynonyms/2023">https://vocabulary.amplify.com/#/ordersynonyms/2023</a>  <a href="https://vocabulary.amplify.com/#/findantonyms/2022">https://vocabulary.amplify.com/#/findantonyms/2022</a>  <a href="https://vocabulary.amplify.com/#/orderantonyms/2024">https://vocabulary.amplify.com/#/orderantonyms/2024</a></p> <p>Vocab App: "authentic" Synonym &amp; Antonym activities  <a href="https://vocabulary.amplify.com/#/findsynonyms/2027">https://vocabulary.amplify.com/#/findsynonyms/2027</a>  <a href="https://vocabulary.amplify.com/#/ordersynonyms/2028">https://vocabulary.amplify.com/#/ordersynonyms/2028</a>  <a href="https://vocabulary.amplify.com/#/findantonyms/2029">https://vocabulary.amplify.com/#/findantonyms/2029</a>  <a href="https://vocabulary.amplify.com/#/orderantonyms/2026">https://vocabulary.amplify.com/#/orderantonyms/2026</a></p> <p>Vocab App: "sundered" Synonym &amp; Antonym activities  <a href="https://vocabulary.amplify.com/#/findsynonyms/2078">https://vocabulary.amplify.com/#/findsynonyms/2078</a>  <a href="https://vocabulary.amplify.com/#/ordersynonyms/2079">https://vocabulary.amplify.com/#/ordersynonyms/2079</a>  <a href="https://vocabulary.amplify.com/#/findantonyms/2080">https://vocabulary.amplify.com/#/findantonyms/2080</a>  <a href="https://vocabulary.amplify.com/#/orderantonyms/2081">https://vocabulary.amplify.com/#/orderantonyms/2081</a></p>
<p><b>L.8.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.</p>	<p>Vocab App: "pre-eminence" Two of a Kind activity  <a href="https://vocabulary.amplify.com/#/analogy/144620">https://vocabulary.amplify.com/#/analogy/144620</a></p>

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	<p>Vocab App: "subversion" Narrative Multiple Choice activities - May I, Hashtag</p> <p><a href="https://vocabulary.amplify.com/#/mayi/17275">https://vocabulary.amplify.com/#/mayi/17275</a></p> <p><a href="https://vocabulary.amplify.com/#/hashtag/17280">https://vocabulary.amplify.com/#/hashtag/17280</a></p>
<p style="text-align: center;"><b>Language Progressive Skills</b></p> <p>The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.</p>	
<b>L.3.1.f:</b> Ensure subject-verb and pronoun-antecedent agreement.	<p>Grammar Unit: SU3, L2–5</p> <p>Grammar Unit: SU4, L2 and L5</p> <p>Grammar Unit: SU5, L2 and L3</p> <p><i>Mastering Conventions One:</i> Unit 1, Lesson 5: Defining and Identifying Pronouns, p. 67</p> <p><i>Mastering Conventions Two:</i> Unit 4, Lesson 15: Subject/Verb Agreement, p. 212</p> <p><i>Mastering Conventions Two:</i> Unit 4, Lesson 16: Subject/Verb Agreement With Indefinite Pronouns, p. 218</p>
<b>L.3.a:</b> Choose words and phrases for effect.	<p><i>Mastering Conventions One:</i> Unit 1, Lesson 11: Defining and Identifying Adverbs, p. 153</p>
<b>L.3.3.a:</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<p>Grammar Unit: SU1, L1–5</p> <p>Grammar Unit: SU2, L1–5</p>

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	<p><i>Mastering Conventions One</i>: Unit 4, Lesson 22: Identifying and Fixing Sentence Fragments That Are Prepositional Phrases, p. 305</p> <p><i>Mastering Conventions One</i>: Unit 4, Lesson 24: Finding and Fixing Sentence Fragments, p. 342</p> <p><i>Mastering Conventions Two</i>: Unit 1, Lesson 3: Defining, Finding, and Fixing Run-On Sentences, p. 57</p>
<b>L.4.1.g:</b> Correctly use frequently confused words (e.g., to/too/two; there/their).	<p>Grammar Unit: SU3, L4</p> <p><i>Mastering Conventions One</i>: Unit 3, Lesson 17: Distinguishing Between “Your” and “You’re,” p. 236</p> <p><i>Mastering Conventions One</i>: Unit 3, Lesson 18: Distinguishing Between “Their” and “They’re,” p. 249</p> <p><i>Mastering Conventions One</i>: Unit 3, Lesson 19: Distinguishing Between “Its” and “It’s,” p. 263</p>
<b>L.4.3.a:</b> Choose words and phrases to convey ideas precisely. <sup>1</sup>	<p>Grammar Unit: SU5, L1, L3, and L4</p> <p>Grammar Unit: SU6, L2–4</p>
<b>L.4.3.b:</b> Choose punctuation for effect.	<p>Grammar Unit: SU7, L1</p> <p><i>Mastering Conventions One</i>: Unit 1, Lesson 1: Capitalizing and Punctuating Sentences, p. 16</p> <p><i>Mastering Conventions Three</i>: Unit 4, Lesson 15: Use Punctuation to Indicate a Pause or Break, p. 207</p>

## AMPLIFY ELA COMMON CORE STATE STANDARDS CORRELATIONS GUIDE

### Grade 8

<b>L.5.1.d:</b> Recognize and correct inappropriate shifts in verb tense.	Grammar Unit: SU5, L1–4  Grammar Unit: SU6, L1–4
<b>L.5.2.a:</b> Use punctuation to separate items in a series. <sup>2</sup>	<i>Mastering Conventions One:</i> Unit 1, Skill Drill 10B: Using Commas Between Adjectives, p. 150  <i>Mastering Conventions Three:</i> Unit 4, Lesson 14: Reviewing, Finding, and Fixing Comma Errors With Adjectives, p. 194
<b>L.6.1.c:</b> Recognize and correct inappropriate shifts in pronoun number and person.	Grammar Unit: SU4, L1, LO2 and LO3  Grammar Unit: SU4, L1, LO4 and LO5  <i>Mastering Conventions One:</i> Unit 3, Lesson 16: Using Pronoun Case Correctly and Consistently, p. 216
<b>L.6.1.d:</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Grammar Unit: SU4, L3, LO2  Grammar Unit: SU4, L5, LO3  <i>Mastering Conventions One:</i> Unit 1, Lesson 5: Defining and Identifying Pronouns, p. 67  <i>Mastering Conventions One:</i> Unit 3, Lesson 16: Using Pronoun Case Correctly and Consistently, p. 216
<b>L.6.1.e:</b> Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.	Grammar Unit: SU4, L5, LO4  <i>Mastering Conventions One:</i> Unit 5, Lesson 25: Formal and Informal Writing Styles—Code-Switching, p. 358



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	<i>Mastering Conventions One</i> : Unit 5, Lesson 26: Formal and Informal Writing Styles—Code-Switching, p. 362
<b>L.6.2.a:</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Grammar: SU7, L1, LO2, All Cards  <i>Mastering Conventions Two</i> : Unit 6, Lesson 21: Use Punctuation to Set Off Nonrestrictive Elements, p. 302
<b>L.6.3.a:</b> Vary sentence patterns for meaning, reader/listener interest, and style. <sup>3</sup>	Grammar Unit: SU2, L5, LO6  Grammar Unit: SU4, L3, LO5  <i>Mastering Conventions Two</i> : Unit 3, Skill Drill 13D: Experimenting With Complex Sentence Structure, p. 193  <i>Mastering Conventions One</i> : Unit 1, Lesson 8: Using Modal Helping Verbs to Show More About the Action, p. 108  <i>Mastering Conventions One</i> : Unit 4, Skill Drill 23D: Revising Complete Sentences, p. 338
<b>L.6.3.b:</b> Maintain consistency in style and tone.	8B: Liberty & Equality, SU6, L5, LO5, Card 1 (Print: 8B: Liberty & Equality, SU6, L5, TE Step P p. 126, SE p. 674, WJ p. 130)
<b>L.7.1.c:</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Grammar Unit: SU2, L5, LO5 and 6, All Cards  <i>Mastering Conventions Three</i> : Unit 1, Skill Drill 4B: Finding and Fixing Dangling Modifiers, pp. 44–47  <i>Mastering Conventions Three</i> : Unit 1, Skill Drill 4C: Finding and Fixing Non-Participial Dangling Modifiers, p.48

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	<i>Mastering Conventions Three</i> : Unit 1, Lesson 3, pp. 25–30 (Reviewing Misplaced Modifiers)
<b>L.7.3.a:</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<p>8A: Perspectives &amp; Narrative, SU4, L5, LO5, Card 2 (Print: 8A: Perspectives &amp; Narrative, SU4, L5, TE Step O p. 126, SE p. 673, WJ p. 100)</p> <p><i>Mastering Conventions Two</i>: Unit 3, Skill Drill 13C: Revising by Combining Sentences, p. 189</p>
<b>L.8.1.d</b> Recognize and correct inappropriate shifts in verb voice and mood.	<p>Grammar Unit: SU6, L4, LO4</p> <p><i>Mastering Conventions Three</i>: Unit 3, Lesson 12: Changing Verb Voice for a Different Impact, p. 154</p> <p><i>Mastering Conventions Three</i>: Unit 3, Lesson 13: Changing Verb Moods for a Different Impact, p. 170</p> <p><i>Mastering Conventions Three</i>: Unit 3, Skill Drill 13D: Keeping Verb Moods Consistent, p. 188</p>
<b>L.9-10.1.a:</b> Use parallel structure.	N/A

<sup>1</sup> Subsumed by L.7.3.a

<sup>2</sup> Subsumed by L.9-10.1.a

<sup>3</sup> Subsumed by L.11-12.3.a